



The
MAST
 Academy Trust

Policy	Curriculum Policy		
Owner (master document)	Melanie Humphreys – The Mast Executive Administrator		
Date approved		Adopted from	October 2019
Approver	Martyn Jones	Signature	<i>Martyn Jones</i>

Current version	V2.0 September 2019
------------------------	---------------------

Next review due	Summer Term 2022
------------------------	------------------

Objective of Policy

To provide guidance on the policy in relation to Curriculum setting within the MAST schools network.

Version Control	
Version Number	Summary of amends from previous version
2.0	Review and appropriate updates since last version, front cover amends.

Sign off requirements	
Approvers	Position
Chair of trustees ratification	Martyn Jones
Local LGB adoption approval	Chair of Governors per LGB
Reviewers	Position
Natasha Greenough	CEO The MAST
Baljit Barring	Trustee
Headteacher and GB	Individual school
Unions consulted (if applicable)	Representative

Section Number	Content	Page Number
1.0	Aims	3
2.0	Legislation and guidance	3
3.0	Roles and responsibilities	4
4.0	Organisation and planning	5
5.0	Inclusion	5
6.0	Monitoring arrangements	5
7.0	Links with other policies	6

Overall Curriculum statement of Intent:

Our aim is to provide a happy, secure environment in which children will thrive and develop spiritually, intellectually, emotionally, socially and physically and the curriculum reflects this.

The National Curriculum is the basis of what is taught, combined with the aspects of learning that we feel are vital for our children (based upon current research and local information and adapted to our context.) The raised expectations of the 2014 curriculum reflect the high aspirations that we have for **all** learners. What, why, and how children learn and develop is at the heart of our provision. We review the curriculum and learning experiences annually to ensure continuity, progression and a fresh approach. We have adopted the approaches outlined in local/national RE, PSHE and SRE guidance and plan to build these into our curriculum by 2020-2021. In this way, we can maintain what works well and proactively adapt to meet needs in a holistic way.

We are mindful of the world in which our children are growing up in and so we ensure that the curriculum, combined with other experiences equips them for a life in the Britain of today and not of the past. Therefore, we promote the British values of tolerance, respect and democracy in many ways including via links with the community in our curriculum and school culture.

We use the views of pupils, parents, Governors and the wider community when making decisions about the curriculum. For example, what does ward information tell us? What do surveys of Key Stage 3 and 4 pupils tell us? How can we use this information to support pupils as fully as possible in their learning? We have found that the best outcomes are achieved by a careful balance between knowledge, skills and understanding which are carefully planned, delivered and applied in a range of contexts. Ensuring that pupils can retain information, recall it and apply it is a fundamental aspect of our curriculum intent. We have agreed the core skills and attitudes that we hope children will develop at Shelley First via the curriculum and learning experiences. Outcomes and feedback from parents, pupils and the Middle Schools tell us that the curriculum drivers and the skills taught are appropriate for our community.

Strengths based upon outcomes, progress and feedback are: Literacy (including reading & phonics), Maths, art, science and Humanities

Areas of focus in 2019-2020 as part of our planned reviews are: Computing, DT, PSHE (inc. SRE) and RE.

1. Aims

Our curriculum aims to:

Provide a broad and balanced education for all pupils which adheres to the expectation of the National Curriculum and its challenging intent, made bespoke via the use of ward information and surveys of key stakeholders to create our curriculum drivers.

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Support pupils' spiritual, moral, social and cultural development through bespoke and regular teaching opportunities in RE and PHSE, but also within the broad curriculum where opportunities to develop character and promote equality are always taken.

Support pupils' physical development and responsibility for their own health, and enable them to be active

Supports pupils in developing resilience and an understanding of strategies for maintaining good mental health and emotional well-being.

Promote resilience, self-regulation and a positive attitude towards learning

Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.

Ensure pupils who have a SEND, have access to the full curriculum wherever possible alongside focussed and specific support to ensure they make strong progress comparable to those from similar starting point.

Promote the learning and development of reading through the effective teaching of Phonics for younger children and through providing rich opportunities for pupils to be exposed to a variety of texts.

Provide enrichment opportunities that support knowledge and skills development within our curriculum.

Prepare pupils for the next phase of their education and exposes them to the rich opportunities for future education and employment.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The Trust Board

The Trust Board will monitor the effectiveness of this policy across the schools within our Trust. It delegates responsibility for curriculum design to Governing Bodies under the framework of this policy.

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

The school implements the relevant statutory assessment arrangements

The school has a considered approach to the wider curriculum and the opportunities available to all pupils, including those who may be disadvantaged, to be exposed to opportunities to develop their 'cultural capital'.

It participates actively in decision-making about the breadth and balance of the curriculum and has a good understanding of how the curriculum plan is implemented and how its impact is assessed.

It understands how any disapplication, or separation of teaching, operates and that there is sound educational reasons for this to happen

Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

They manage requests to withdraw children from curriculum subjects, where appropriate, in accordance with legislative guidance

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN and there is an equality of access in place.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Core Curriculum	Mrs Debra Knowles & Mrs Catherine Smith
<i>Early Years Leader</i>	<i>Mrs Jeannette Peake</i>
<i>Subject Leaders</i> <i>All teaching staff work in alongside senior leaders to lead allocated subjects. This distributed leadership approach ensures CPD for all staff as well as a collective responsibility for school improvement.</i>	<i>All teaching staff</i>

4. Organisation and planning

The National Curriculum is the basis of what is taught, combined with the aspects of learning that we feel are vital for our children; supported by current research and local information and adapted to our context. The raised expectations of the 2014 curriculum reflect the high aspirations that we have for **all** learners. What, why, and how children learn and develop is at the heart of our provision. We review the curriculum and learning experiences annually to ensure continuity, progression and a fresh approach. In this way, we can maintain what works well and proactively adapt to meet needs in a holistic way.

We are mindful of the world in which our children are growing up in and so we aim to ensure that the curriculum, combined with other experiences equips them for a life in the Britain of today and not of the past. Therefore, we promote the British values of tolerance, respect and democracy in many ways including via links with the community.

We use the views of pupils, parents, Governors and the wider community when making decisions about the curriculum. For example, what does ward information tell us? What do surveys of Key Stage 3 and 4 pupils tell us? How can we use this information to support pupils as fully as possible in their learning? We have found that the best outcomes are achieved by a careful balance between knowledge, skills and understanding delivered and applied in a range of contexts.

We have agreed the core skills and attitudes that we hope children will develop at Shelley First via the curriculum and learning experiences. Outcomes and feedback from parents, pupils and the Middle Schools tell us that the curriculum drivers and the skills taught are appropriate for our community.

Ensuring that pupils can retain information, recall it and apply it is a fundamental aspect of our curriculum intent. Long term plans outline a sequence of learning that builds on and revisits previously taught knowledge and skills. Faculties and key stage leaders ensure that intrinsically difficult concepts are identified and taught more effectively via spaced and interleaved learning.

Working together in faculty groups to develop foundation subjects builds leadership capacity and promotes shared responsibility and ownership of the curriculum.

How subjects are taught

The National Curriculum is delivered so that relevant knowledge, skills and attitudes are developed to meet the needs of **all** of our pupils. Support and challenge are planned for according to need.

Regular, relevant CPD and a culture of pedagogical reflection means teachers have excellent subject and pedagogical knowledge, providing high quality learning experiences and tackling misconceptions as they arise. A metacognitive approach promotes independent learners. Well-developed curriculum leaders are fundamental to high quality teaching and learning. Leaders at all levels use research and classroom enquiry to build staff capacity and improve quality first teaching.

Within each class the children will be grouped so that the teacher can meet the needs of every child. The teacher takes into consideration the different ability ranges, learning needs and levels of maturation when planning the work for the class. We are flexible so that we can meet needs. For example we teach Science and Humanities discreetly to year group rather than in class arrangements to ensure appropriate coverage, continuity, progression and application of skills. Support staff are a very important part of our team and they are well informed and trained in how to support pupils effectively. Teachers are expected to plan for or with Support Staff so that pupils achieve well. Our experienced

SENDCo regularly observes, monitors planning and teaching and talks to pupils as part of her strategic role. She is able to then advise staff accordingly so that no SEND child is disadvantaged. The curriculum is adapted to meet the needs of our pupils with additional needs, so that they can access all aspects and therefore make progress. Pupil attainment is tracked, meaning appropriate next steps are always planned and teachers react accordingly to the needs of individuals. Teachers use effective methods to provide feedback regularly, enabling swift progress is made throughout the year.

Emphasis is placed upon the Core knowledge and skills in all subjects in the National Curriculum via a language rich environment that develops crucial literacy skills including reading and writing. We have developed a strong reading culture throughout school based upon a systematic approach to phonics, whole class reading of high quality texts, guided reading and one to one reading. We recognise that reading influences the quality of writing and this is reflected in our curriculum planning. Long term planning for English ensures that skills are developed in a sequential way that links learning. For example, poetic devices can be used to enhance narrative writing. French is taught across Key Stage 2; we have been supported in planning this by a native speaker with teaching experience. Delivery of the Curriculum is carefully planned and adjusted annually to provide balance, breadth and progression. Our 'Looking for Learning Council' help us to ensure that lessons are interesting and engaging. Termly newsletters from teachers outline the work to be covered and the ways in which parents can support learning. In addition to this workshops and curriculum events are offered to parents throughout the year.

Effective links between aspects of the curriculum are made where this enhances learning and we pride ourselves upon the creative approach we take to the curriculum and learning. Our annual Creative Arts and Cultural Week is a strong feature of our curriculum provision. We know that this is memorable learning; children in focus group said: "the drummer was BRILLIANT – when the magic went into his hands I felt amazing" and "the dancing and singing was like meditating".

Whenever possible, effective use is made of visits to and from the West Yorkshire community and beyond. Strong links with local partnerships exist and these support the curriculum very well. We have a history of school linking in Kirklees. Resources and ICT are carefully selected to support the acquisition of knowledge and skills across the curriculum. These provide support challenge for all attainment groups. Our homework has been redesigned to develop independence and consolidate learning.

We are very aware that the Curriculum of the School goes beyond formal lessons. Our enrichment offer across all subject areas in on our website for reference. Quality of relationships, recognition of the unique individuality of each child, and their needs, are of paramount importance. Emphasis is placed upon a clean, pleasant working environment where children's work is valued and displayed with care. The school has a very successful School Council where pupil members discuss issues important to the children and the school. Older children take on the role of Restorative Practitioners and trained play-leaders and sports leaders provide support during break-times.

Geography, History and Science are taught in year groups via carefully planned subject immersion weeks. This ensures that learning is sequential, chronological and can be tracked effectively for each cohort.

There is a policy and long-term plan for each subject.

Sex and relationship education: Is taught via the PSHE Toolkit with some elements being taught via the Science curriculum. Assembly themes cover elements of relationship education.

Spiritual, moral, social and cultural development: Is developed via PSHE and RE curriculum and is also taught through assemblies, creative weeks, careers and community cohesion. Community cohesion and social enterprise is a curriculum driver that is woven through each subject area. At playtimes trained play leaders from year 5 play leaders support younger pupils in the school community by leading play activities.

British values: underpin the whole curriculum and are explicitly taught via PSHE. British values are also promoted via assemblies and through pupil elected councils. These include Looking for learning council, Health and safety council, and School council.

Short, medium and long-term planning expectations: Long Term Plans for each subject set out curriculum objectives for each year group. These are planned carefully to link to prior knowledge and to ensure progress over time.

Teachers use long term plans to write detailed and sequential medium term plans. These outline expectations for different groups.

Early Years

The Early Years Foundation Stage is grouped into four themes to compliment the Every Child Matters outcomes and these are;

- A unique child
- Positive relationships
- Enabling environments
- Learning and development

This ensures that the whole child develops through fostering and supporting children's learning and development and welfare.

The curriculum is made up of six areas of learning and are inter connected and of equal importance, they are;

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The foundation stage staff aim to make each child's time in school engaging and educational. The curriculum is structured to provide opportunities for child initiated as well as adult led activities.

The role of foundation stage staff is to teach, demonstrate, facilitate, question, scribe, annotate and assess whilst working with children as they work and play. Staff intervene to stimulate, develop and stretch individuals and small groups. Good and positive social skills are encouraged at all times.

The curriculum is carefully planned to help all children to work towards the Early Learning Goals across all six areas. Much of this is built on the children's interests, developing their intellectual, physical, social and emotional abilities.

Children are encouraged to communicate and talk about their learning and develop independence.

In order for children to experiment, investigate, interact and socialise, use of the both the indoor and outdoor environment including Forest School is planned for.

Play

"It is recognised that young children are active learners (minds as well as bodies) who find it easier to learn through concrete experiences..."

...play provides the context in which children can develop the dispositions of perseverance, collaboration, problem solving, responsibility and independence"

Tim Waller 2009

Through play our children make sense of the world. They practice and develop their ideas and learn how to control themselves and understand the need for rules. Play provides the opportunity to think creatively alongside other children and alone. The need for communication with others becomes crucial as they investigate and solve problems.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More-able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEND

Pupils with English as an Additional Language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. They will ensure pupils have the opportunity to grow in independence and avoid 'over scaffolding' wherever possible.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Reviewing annually the curriculum plan including the proportion of time spent on each aspect of the National Curriculum in each year group
- Understanding how the curriculum is delivered and how skills and knowledge are directly taught and sequenced through link Governor meetings/visits.
- Understanding of how Relationships and Sex Education is delivered in an age appropriate way through link Governor visits.
- Having an oversight of how the school develops reading and the impact of the strategies used by the school for all pupils including SEND and those who are disadvantaged.

- Understanding of the quality of implementation of the curriculum through Headteacher reports and external validation including through Trust Peer reviews.
- Using Impact evidence to challenge leaders and ensure the curriculum is developed and adapted to meet the needs of learners in Governor meetings.

Leaders will monitor the quality of the curriculum through:

- Work Scrutiny at least half termly to assess the quality of implementation of the curriculum and to evaluate the effectiveness of skills and knowledge acquisition
- Evaluation of assessment information to measure the impact of the curriculum and to ensure it is adjusted to ensure gaps in learning are addressed
- Lesson Observations to check teacher subject knowledge; pedagogical content knowledge; sequencing and clarity of instruction.
- Learning Walks
- Pupil Voice – ideally with books – to test pupils' acquisition of skills and knowledge and how teachers support them in their learning.

All of the above are referenced in more detail within the monitoring and evaluation policy

This policy will be reviewed every 3 years by the Trust Board and Governing Body at each school

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment/feedback policy (School policy)
- SEN policy and information report (Trust policy)
- Equality information and objectives (Trust policy)
- Teaching and Learning including CPD (School policy)
- Monitoring and Evaluation (School policy)
- NQT and RQT provision (School policy)